

OUTCOME HARVESTING

**PRESENTATION FOR WRITE-SHOPS
WITH VOICE GRANTEE PARTNERS**

Based on presentation by Hivos: <https://hivos.org/resource/outcome-harvesting-presentation/>

Edited: October 2023

ACTIVITY 1

The background features a light blue gradient with several yellow pencils and pink sticky notes scattered across it. The pencils are positioned diagonally, and the sticky notes are layered, creating a sense of depth and activity.

WHAT CHANGES (RESULTS) HAVE HAPPENED AROUND YOUR PROJECT?

PLEASE TRY TO ANSWER THIS QUESTION ON YOUR OWN.

ACTIVITY 2

The background features a light blue gradient with several stationery items: two yellow pencils with pink erasers and blue sharpeners, a pink notebook with a yellow sticky note on top, and another yellow sticky note. The items are arranged in a scattered, overlapping manner.

**HOW MAY WE CATEGORISE
DIFFERENT CHANGES (RESULTS)
AROUND YOUR PROJECT?**

PLEASE DISCUSS IN YOUR PROJECT TEAMS.

DEFINING RESULTS

OUTPUTS

- **Outputs are short-term** and achieved immediately when a project activity has been implemented.

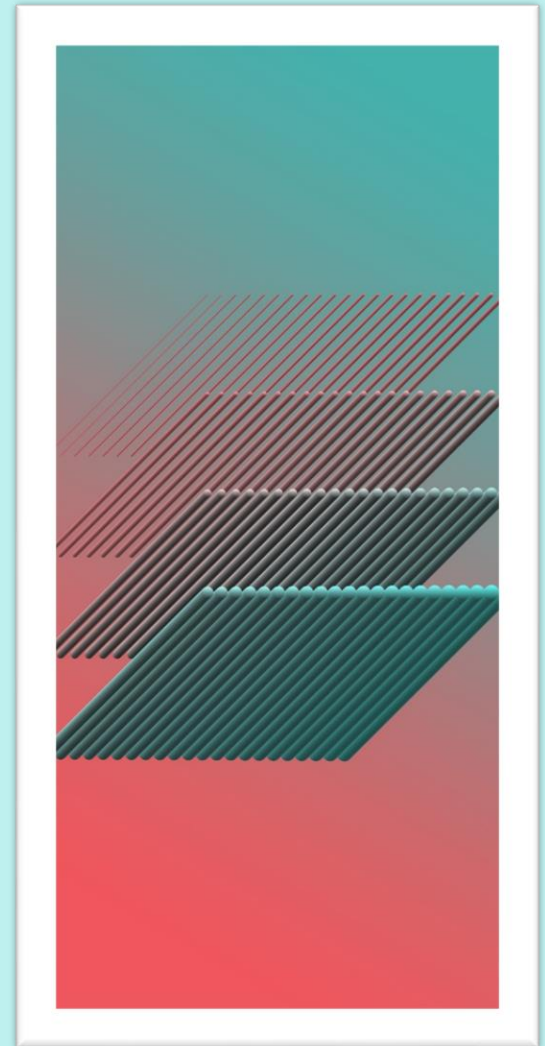
OUTCOMES

- **Outcomes are mid-term** and may (or may not) be achieved based on the influence of project activities.

IMPACT

- **Impact is long-term** and may (or may not) be achieved during a project or even after its end.

All three are **results** that describe changes – on different levels.



ACTIVITY 3

The background features a light blue gradient with several school supplies scattered across it. There are two yellow pencils with pink erasers and blue sharpeners, one at the top and two at the bottom right. A pink notebook with a yellow sticky note is in the center. Other sticky notes in pink and light blue are also visible.

DO YOU HAVE EXAMPLES OF YOUR PROJECTS TO EXPLAIN OUTPUTS, OUTCOMES AND IMPACT?

PLEASE DISCUSS IN YOUR PROJECT TEAMS.

AGENDA

1. **OUTCOMES** AND **OUTCOME HARVESTING**
2. **THE REASON WHY WE FOCUS ON OUTCOMES**
3. **THE CONTENT OF AN OUTCOME STATEMENT**
4. **OUTCOME HARVESTING AS A PROCESS**

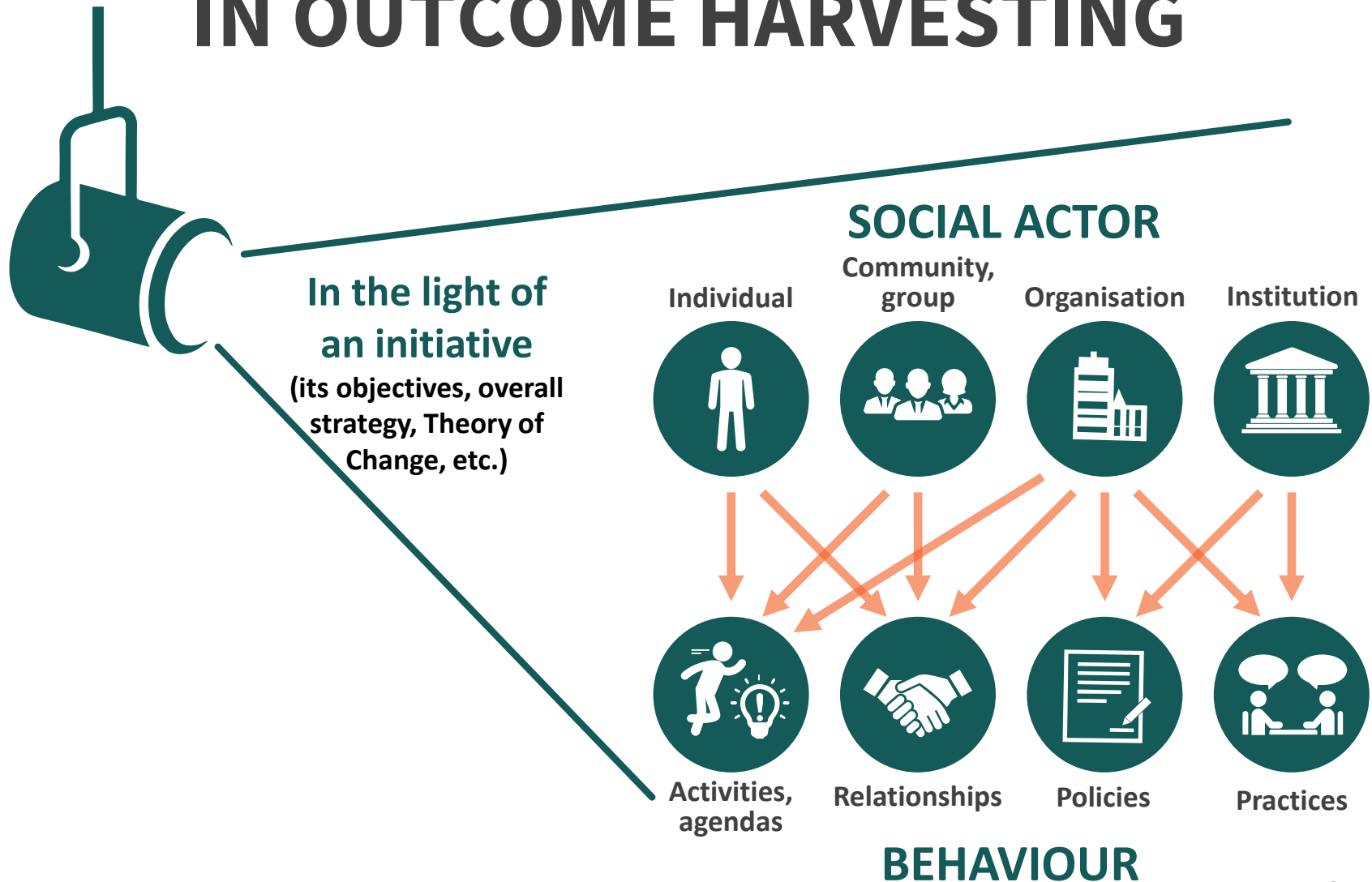
DEFINING OUTCOMES

A relevant change in the **behavior** (agenda, relationship, policy or practice) of a **social actor**, to which your initiative has contributed.



Note that Outputs and Impact do not include behavior changes.

HOW **OUTCOMES** ARE DEFINED IN OUTCOME HARVESTING



1. OUTCOMES AND OUTCOME HARVESTING

Outcome Harvesting (OH) is a methodology that enables evaluators to identify, formulate, verify and make sense of the **outcomes** of a project, program or other initiative.

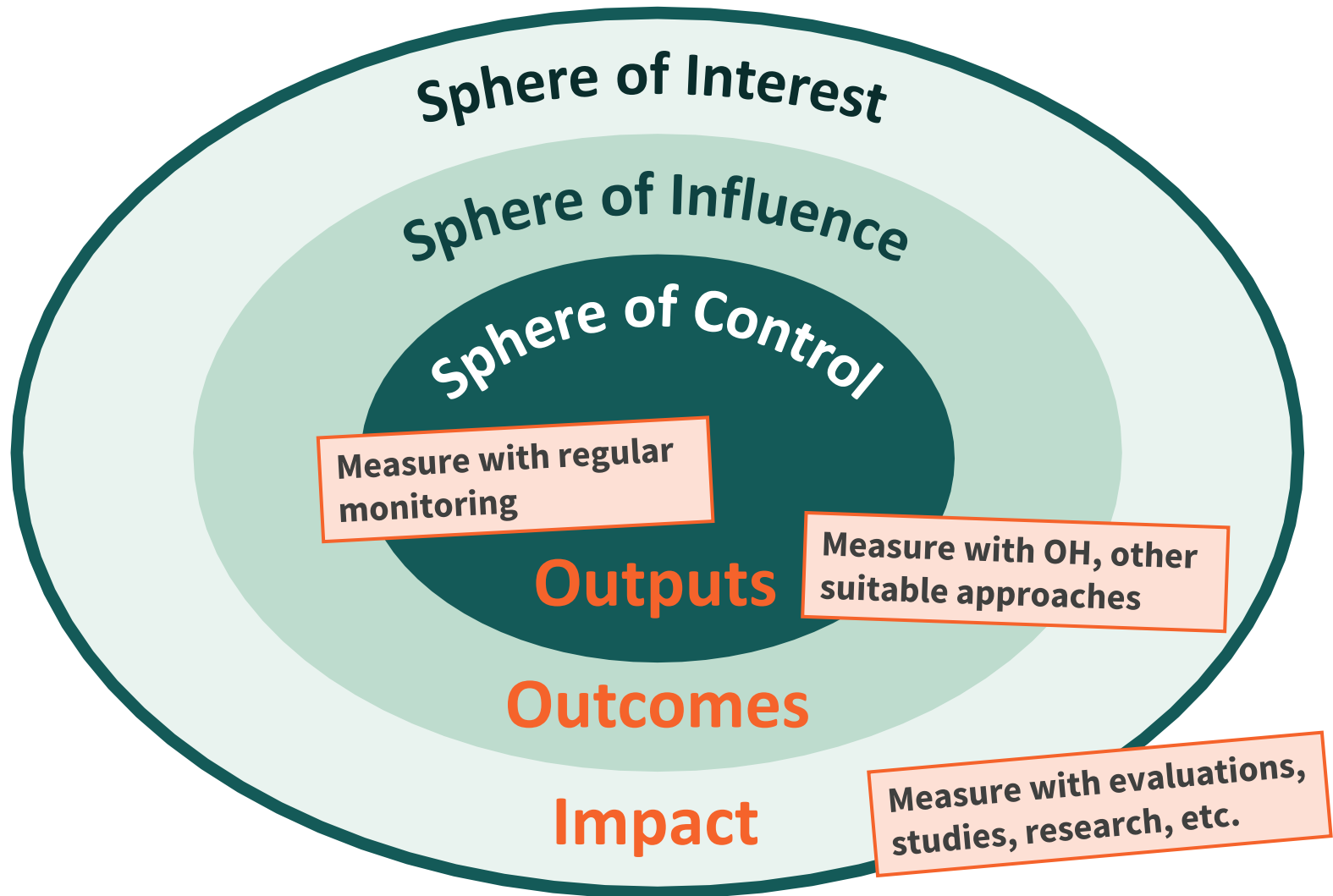
Taking information obtained through conversations, reports and other sources, OH helps to:

- I. Understand what **relevant** outcomes emerged in the context of an initiative.
- II. Understand how an initiative **contributed** to outcomes.

I. RELEVANCE

OH helps to understand what **relevant** outcomes emerged in the context of an initiative.

RESULTS AND OUTCOME HARVESTING



OUTCOME HARVESTING ADDS VALUE WHEN REFLECTING ON SOCIAL CHANGE(S):

- Discover any **intended and unintended changes** (that can be positive/negative).
- Produce **maps of outcomes** to help reveal the “big picture” of social change(s).
- Use outcomes to discuss **change processes** that tend to be based on many different outcomes.
- Make **informed decisions** about an initiative’s objectives, overall strategy, Theory of Change, etc.

SOCIAL ACTORS



ACTIVITY 4

The background features a light blue gradient with several yellow pencils and pink sticky notes scattered across it. The pencils are positioned diagonally, and the sticky notes are layered, some overlapping each other.

**WHO ARE THE SOCIAL ACTORS
THAT YOU WORK WITH OR TRY TO
INFLUENCE?**

PLEASE DISCUSS IN YOUR PROJECT TEAMS.

II. CONTRIBUTION

OH helps to understand how an initiative **contributed** to outcomes.

WHEN IS IT YOUR OUTCOME?

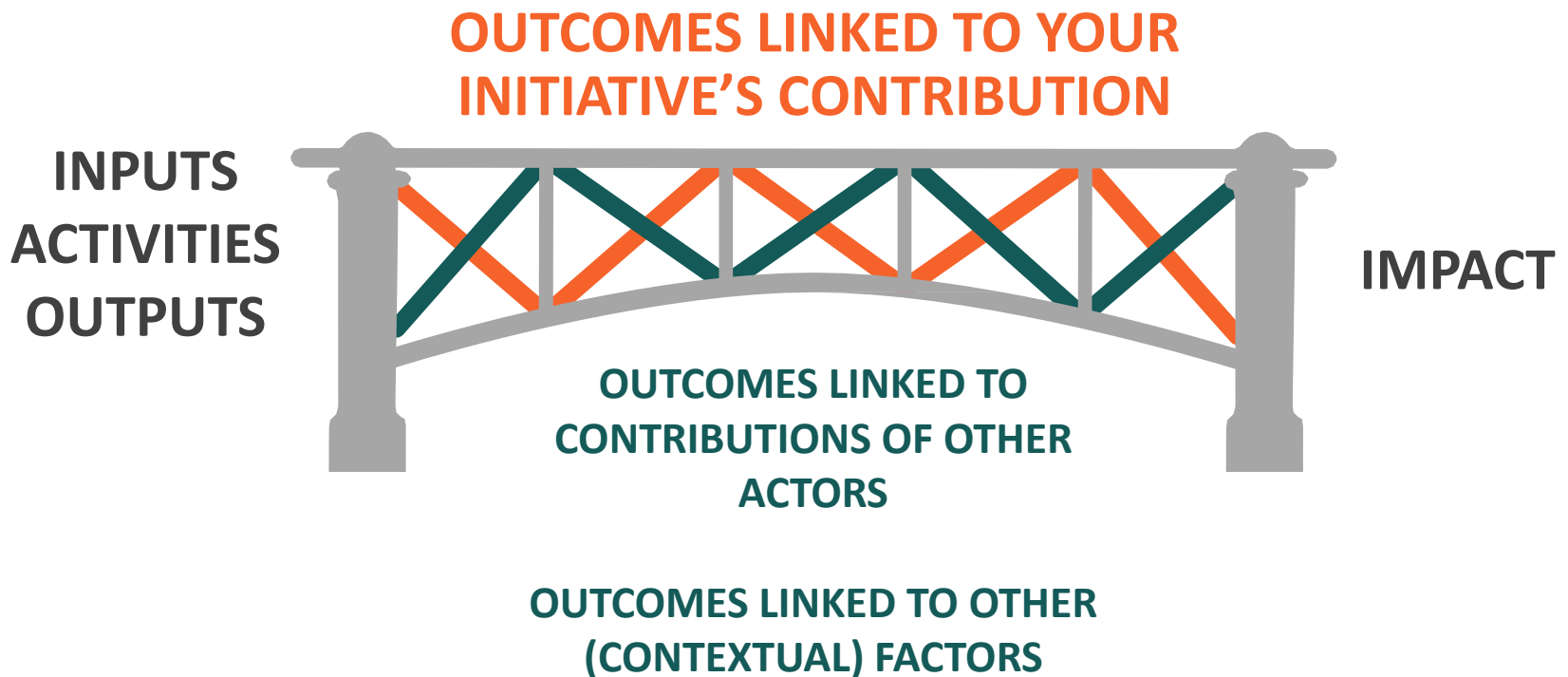
When your initiative's inputs, activities and outputs influenced the outcome...



EFFECT → CAUSE

YOUR CONTRIBUTION

OUTCOMES AS A BRIDGE FROM WHAT WE DO TO THE IMPACT WE SEEK



**TO SUM UP, OUTCOME
HARVESTING IS ABOUT:**

**Understanding outcomes as changes
in the **behaviors of social actors...****

- I. that are **relevant** to an initiative
(including its objectives, overall strategy,
Theory of Change, etc.)

- II. that an initiative has **contributed** to
(partially or wholly, directly or indirectly,
intentionally or unintentionally)



Questions & answers

ANY QUESTIONS ON...

**HOW WE DEFINED OUTCOME
HARVESTING?**

Keep in mind:

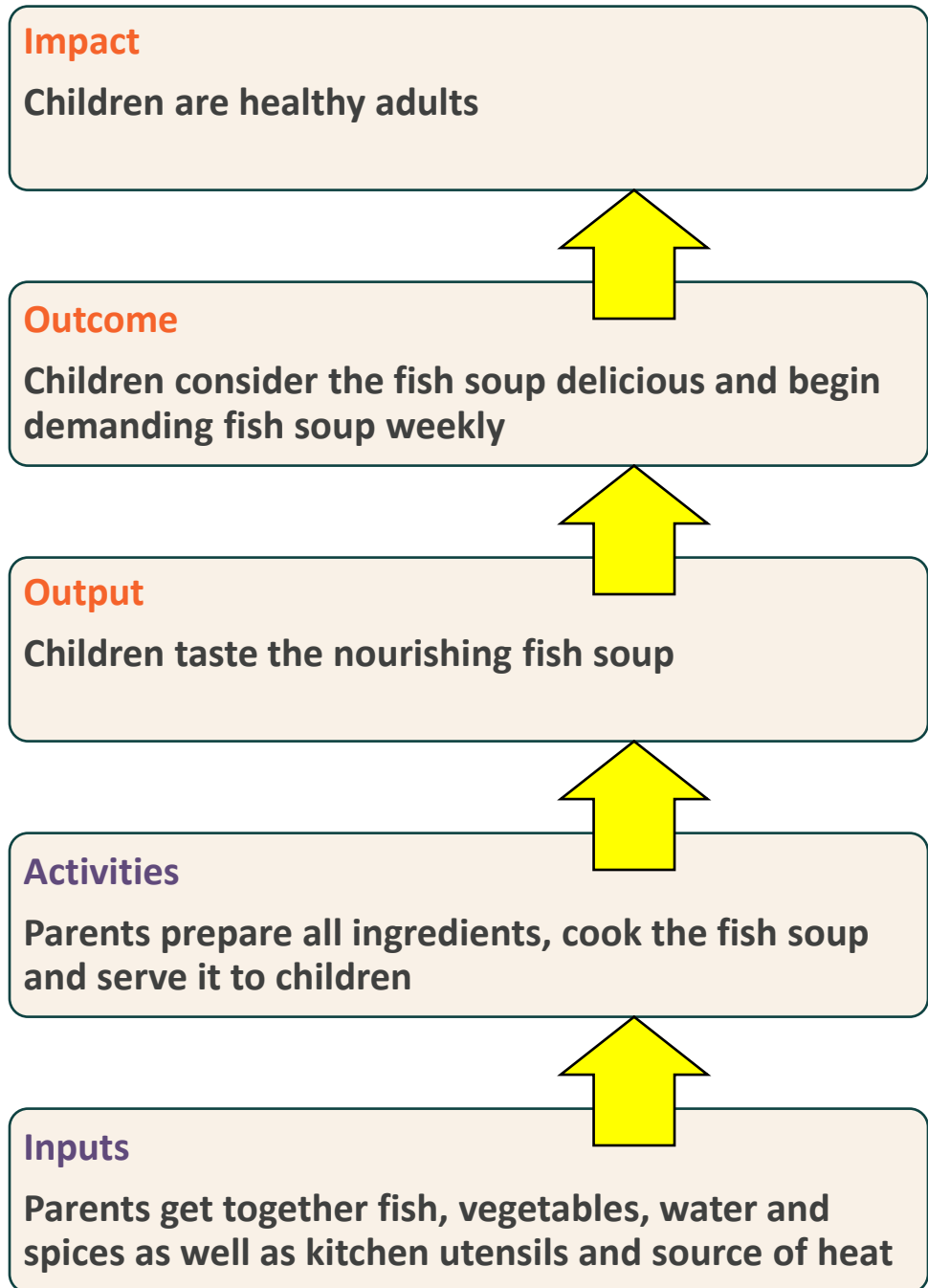
- ✓ ***OH is particularly suitable to assess innovative and development work for which social change is the purpose or is a significant part of what is required for success.***

2. THE REASON WHY WE FOCUS ON OUTCOMES

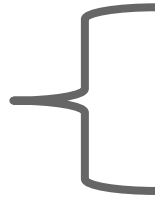


A FISH SOUP STORY

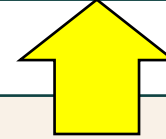
**HOW ARE THESE
THREE TYPES OF
RESULTS
DIFFERENT?**



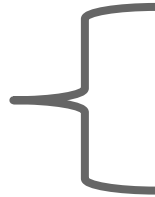
PARENT'S INTEREST



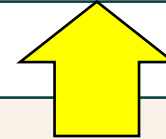
Impact
Children are healthy adults



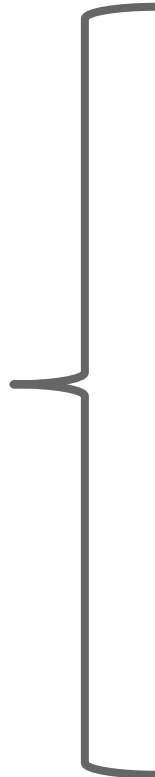
PARENT'S INFLUENCE



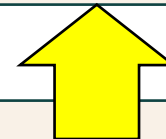
Outcome
Children consider the fish soup delicious and begin demanding fish soup weekly



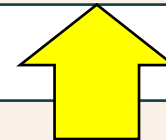
PARENT'S CONTROL



Output
Children taste the nourishing fish soup



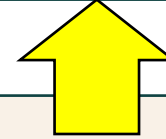
Activities
Parents prepare all ingredients, cook the fish soup and serve it to children



Inputs
Parents get together fish, vegetables, water and spices as well as kitchen utensils and source of heat

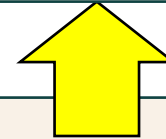
Impact

Children are healthy adults



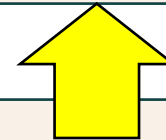
Outcome

Children consider the fish soup delicious and begin demanding fish soup weekly



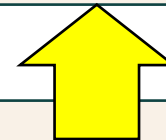
Output

Children taste the nourishing fish soup



Activities

Parents prepare all ingredients, cook the fish soup and serve it to children



Inputs

Parents get together fish, vegetables, water and spices as well as kitchen utensils and source of heat

Outcome

Local school starts to grow a vegetable garden

Impact

Children are healthy adults

Outcome

Some neighbours begin serving fish soup to their children

Outcome

Local school adds fish soup to the lunch menu

Outcome

Children learn how to cook the fish soup

Outcome

Many neighbours ask for the recipe of the fish soup

Outcome

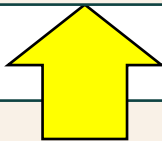
Children consider the fish soup delicious and begin demanding fish soup weekly

Output

Children taste the nourishing fish soup

Outcome

Children invite friends for eating fish soup together



OUTCOME HARVESTING HELPS TO REFLECT ON **COMPLEX INTERVENTIONS**

SIMPLE INTERVENTION

Relationships of cause and effect are
mostly known



(for example, projects that focus on
construction of infrastructure)

COMPLEX INTERVENTION

Relationships of cause and effect are
mostly unknown



(particularly innovative and development
work around social change)



Questions & answers

ANY QUESTIONS ON...

**WHY WE USE OUTCOME
HARVESTING?**

Remember the fish soup story:

- ✓ ***OH helps to collect evidence of what has changed, and then, working backwards, determines whether and how an intervention contributed to these changes.***

3. THE CONTENT OF AN OUTCOME STATEMENT



Outcome description: In a sentence, describe a relevant change that your initiative influenced, answering “Who” (social actor) changed “What”, “When” and “Where”.



Relevance: Describe the importance of the outcome to your initiative’s objectives, overall strategy, Theory of Change, etc.

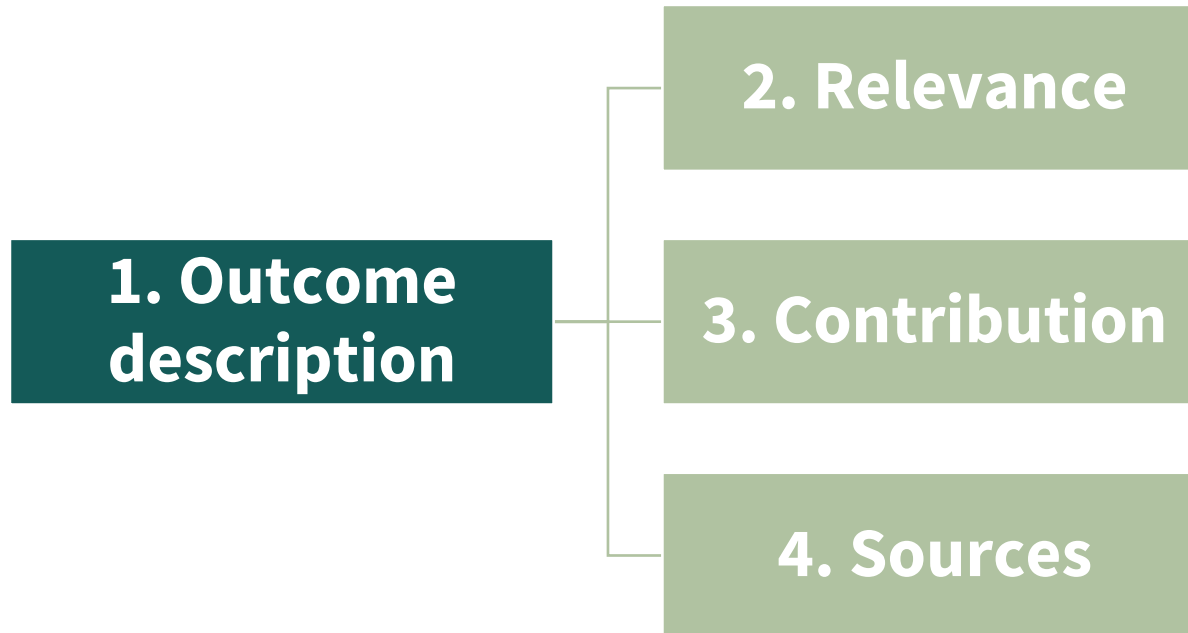


Contribution: Describe which inputs, activities and outputs made contributions (direct or indirect, small or large, intended or unintended) to the outcome.



Sources: Outline the documents, media and/or people who provided the data that supports your claims in the other three sections.

OUTCOME STATEMENT EXAMPLE(S)



In most cases, section (1.) can be a single sentence, sections (2.) and (3.) can be a few sentences each, and section (4.) can be a few bullet points.

ACTIVITY 5

The background features a light blue gradient with several yellow pencils and pink sticky notes scattered across it. The pencils are positioned diagonally, and the sticky notes are layered, creating a sense of depth and activity.

**WHAT OUTCOME DESCRIPTIONS
CAN YOU NOTE FOR YOUR
PROJECTS?**

PLEASE DISCUSS IN YOUR PROJECT TEAMS.

ACTIVITY 6

The background features a light blue gradient with several yellow pencils and pink sticky notes scattered across it. The pencils are positioned diagonally, and the sticky notes are layered, some overlapping each other.

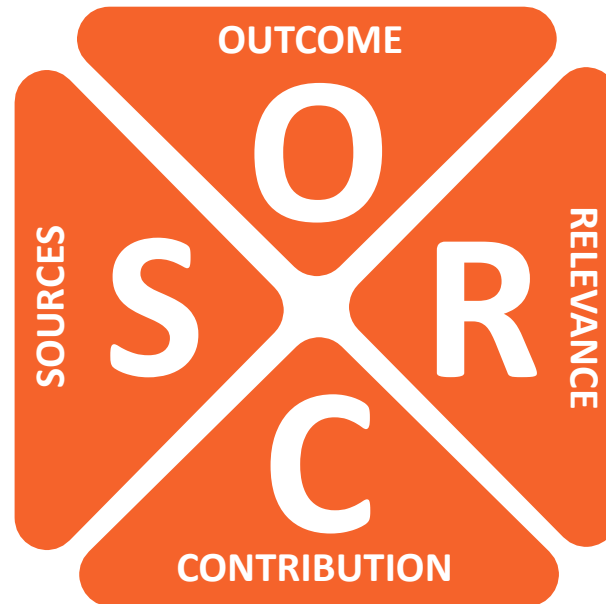
**WHAT FEEDBACK CAN YOU GIVE
ON OUTCOME DESCRIPTIONS OF
OTHER PROJECTS?**

**PLEASE GROUP UP WITH 1 OR 2 OTHER
PROJECT TEAMS.**

TO SUM UP, AN OUTCOME STATEMENT INCLUDES:

- WHO** is the social actor?
- WHAT** was changed in their behavior?
- WHEN** did the change happen?
- WHERE** did the change happen?

WHO reported the data?
WHEN/WHERE was the data reported?



WHY is the outcome important for your initiative and its stakeholders?

- HOW** did your intervention (and any others) influence the outcome?
- WHAT** activities of your intervention (and any others) contributed?
- WHEN/WHERE** were these activities done?

CRITERIA FOR SOLID OUTCOMES

S. M. A. R. T.

SPECIFIC



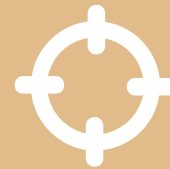
MEASURABLE



ACHIEVED



RELEVANT



TIMELY





Questions & answers

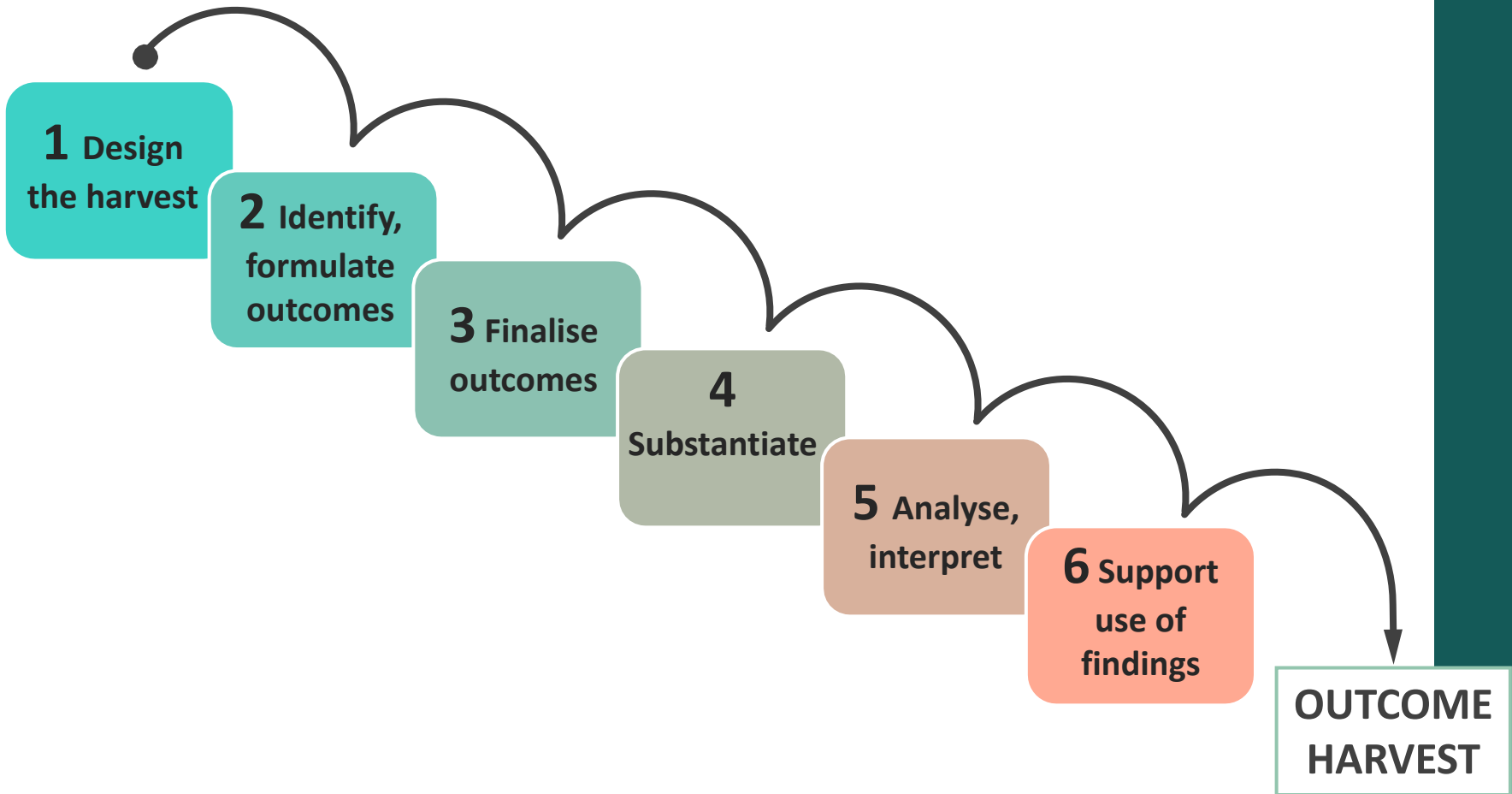
ANY QUESTIONS ON...

HOW WE WRITE OUTCOME STATEMENTS?

Keep in mind:

- ✓ ***The SMART criteria aid harvesters in applying rigorous evaluative thinking to make outcome statements as accurate as possible.***

4. OUTCOME HARVESTING AS A PROCESS



OUTCOME HARVESTING IN THE PROGRAM CYCLE



ACTIVITY 7

The background features a light blue gradient with several yellow pencils and pink sticky notes scattered across it. The pencils are positioned diagonally, and the sticky notes are layered, creating a sense of depth and activity.

**WHAT INSIGHT CAN WE GET BASED
ON ANALYSIS AND SENSE MAKING
OF HARVESTED OUTCOMES?**

PLEASE LET US DISCUSS ALL TOGETHER.

ACTIVITY 8

The background features a light blue gradient with several yellow pencils and pink sticky notes scattered across it. The pencils are positioned diagonally, and the sticky notes are layered, some overlapping others. The overall aesthetic is clean and educational.

**WHAT NEXT STEPS IN OUR
OUTCOME HARVESTING PROCESS
CAN WE AGREE ON?**

PLEASE LET US DISCUSS ALL TOGETHER.



Questions & answers

ANY QUESTIONS ON...

**HOW THE OUTCOME HARVESTING
PROCESS IS SET UP?**

Fun fact:

- ✓ ***OH's six steps are very similar to six common steps in agriculture work (planning the harvest and gathering the crop, followed by processing, transportation, storage and marketing).***

For more information about OH, join the emerging community of practice:

www.outcomeharvesting.net

For a discussion forum among colleagues, a library of resources customised for your use and a calendar of events within the strategic partnership, go to the Hivos Outcome Harvester Coordinators Blended Learning Platform:

<https://dgroups.org/groups/outcome-harvesting/hivosoh>

Outcome
Harvesting 

Hivos
people unlimited





include.innovate.influence.